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This curriculum guide for Wisconsin's secondary school Spanish program begins with a section on guiding principles, briefly covering such concepts as the nature of language, the length of language study, language selection, the place of English in the foreign language classroom, the place of grammar, and the prereading phase of second language learning. New scheduling approaches are also presented. The major portion of the guide is devoted to the skill and content tables which chart desired student progress in the areas of Spanish phonology, morphology, syntax, vocabulary, and culture. Content objectives are outlined for grades 9-12 in a 4-year sequence and grades 7-12 in a 6-year sequence. For similar guides in German, French, and Russian, see FL 000 643, FL 001 013, and FL 001 015 respectively. (AF)

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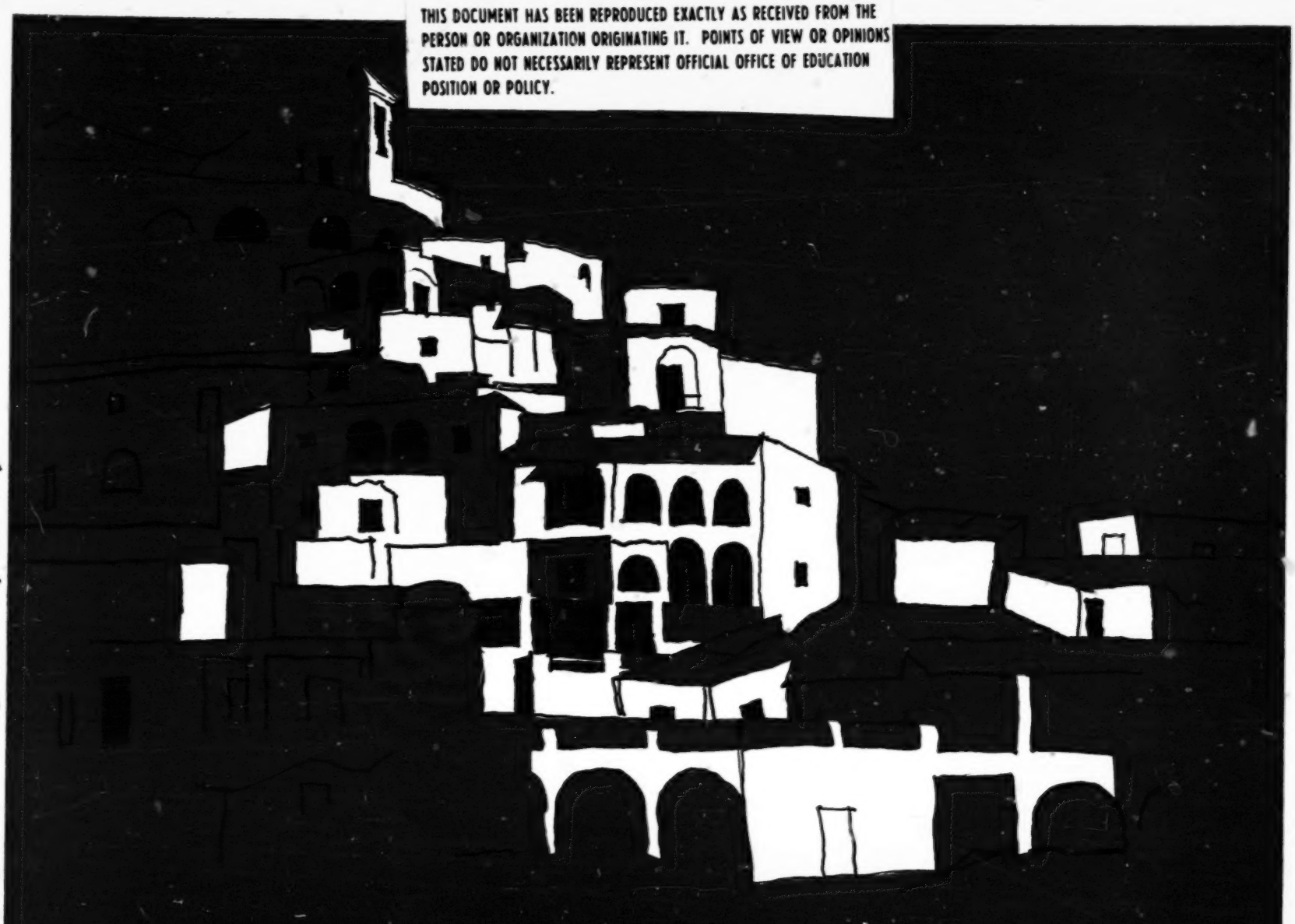

SPANISH

CURRICULUM GUIDE

WISCONSIN DEPARTMENT OF
PUBLIC INSTRUCTION

WILLIAM C. KAHL
STATE SUPERINTENDENT

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SPANISH CURRICULUM GUIDE 7-12

Basic Content Objectives for the Junior High School and Senior High School Spanish Program and Other Topics Related to the Establishment of An Articulated Program.

William C. Kahl, State Superintendent
Wisconsin Department of Public Instruction
Madison, Wisconsin 53702

FOREWORD

For more than two years the Spanish Curriculum Committee, along with a number of dedicated consultants, has been struggling with the problem of specifying those language skills and related areas of knowledge which are needed for communicating in Spanish. In the course of developing the *Spanish Guide* the committee decided upon the following basic principles:

1. Due to the high mobility of students throughout the state, it is essential that Spanish teachers *at all levels* agree upon the *basic* objectives and content of the Spanish curriculum. Such agreement is essential to the welfare of the student and to the progress of Spanish as a discipline.
   This agreement is also imperative because of the articulation problems created by the increased number of students going on to college and the greatly expanded foreign language enrollments below grade nine.
2. It is not the aim of this *Guide* to prescribe methods of instruction or texts and materials. The quality of a Spanish program must be measured by the extent to which the goals are achieved rather than by the methods and procedures of achieving them.
3. The study of Spanish has a unique contribution to make to a student's understanding of the world, past and present, and to a greater appreciation of his own language. For the student to realize full value from his study of this important world language, he must develop reasonable proficiency in the fundamental language skills which then become the vehicle for acquiring knowledge and understanding of the way of life of Spanish-speaking people.

It is hoped that this publication will prompt all concerned to reexamine the comprehensiveness and soundness of the Spanish program in the local schools with regard to the skills and related areas of knowledge which are presented in the *Spanish Guide*.

To the many educators who have so zealously worked to prepare this publication, the Wisconsin State Department of Public Instruction expresses deep appreciation.

WILLIAM C. KAHL
State Superintendent
of Public Instruction

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Guiding Principals For The Foreign Language Curriculum

A. Reasons for Learning a Foreign Language

1. General education

Foreign language study, classical or modern, has a unique contribution to make to a student's education.

Foreign language study:

Contributes to students' understanding of the world,
Assists in greater appreciation and knowledge of American English,
Provides for direct experience with a different culture,
Makes students aware of another people's way of thinking,
Gives linguistic assistance to students in the age of travel, whether it be for leisure or business,
Gives insight into problems faced by foreign visitors to the United States,
Facilitates learning another language,
Provides a skill necessary in our modern world, and
Enriches cultural and aesthetic phases of human existence.

2. Vocational

Today's student has many more opportunities than ever before to use a foreign language in such areas as:

Peace Corps,
International trade,
Government service,
Education,
Armed Forces,
Exchange student programs,
Scholarships in a foreign country,
Charitable organizations,
Research,
Services such as hotel clerk, travel agent, etc., and
Travel.

3. National needs

Because of language diversity, direct communication is impossible between a majority of the world's nations. Since no country has demonstrated a willingness to abandon the mother tongue, surely the responsibility for bridging this gap in communications falls equally upon each nation. In the present period of world upheaval Americans cannot, by means of inadequate language programs, convey the impression that all other countries are expected to learn English in order to communicate with the United States.

B. The Nature of Language — Implications for the Curriculum

1. Any language is a form of behavior which embraces all human endeavor. As it develops over the centuries it comes to reflect the cultural patterns of the people who use it as their means of daily communication. Used for the expression and preservation of intellectual activity, it becomes the vehicle for the transmission of organized knowledge. All "natural" languages originate as a system of vocal symbols. In civilized nations written symbols are also employed. Writing is a "shorthand" form of language which only partially represents the more complex sound system. Therefore, it is imperative that listening and speaking should be an integral part of foreign language instruction and should form the basis upon which the skills of reading and writing are built.

C. How Long A Language Should Be Studied

1. With regard to length of study, the first objective should be to establish a minimum of four sequential years in at least one foreign language. In schools not using the traditional schedule, a minimum of 600 total contact hours is suggested. Homework and out-of-class laboratory sessions would be in addition to this minimum.
2. Secondary school students should be encouraged to take a longer sequence in one foreign language instead of dividing their time between two.
3. Where school organization permits and where a nine-twelve program is in effect, the school system should be encouraged to extend the language down to grade seven or below. Every effort should be made to establish a separate track for the students who continue their study of a foreign language beyond grade eight. In no case is it advisable to combine continuing students from grade eight with those who are beginning the study of a language for the first time in grades nine, ten, or eleven.
4. Experience has indicated that the first year of a newly-initiated junior high school program should begin in grade seven only. Eighth graders should enter the program only after having completed the seventh-grade program.
5. Pupils who have completed several years of study of a foreign language in elementary school should continue to be grouped in the same unit in junior high school, and a separate unit or grouping should be organized for

those just beginning foreign-language study at this level; to do this, a "multi-track" system for foreign languages will be needed in the junior and senior high schools.

6. Regardless of how early such study is first introduced each language student should be assured that courses will be available from the point of beginning through to the twelfth grade. In the case of a sequence of more than four years this may require a departure from the practice of holding full-period classes five days per week. For example, elementary pupils may have short daily periods while high school students may attend on alternat days in grades eleven and twelve.

D. New Approaches to Scheduling

1. Modification of the Traditional Schedule

In order to establish a continuous course of study of more than four years, many smaller schools have found it necessary to break with the tradition of offering foreign languages on a full-period or five-day-per-week basis. (Where enrollments permit the full offering of separate daily classes, this partial-unit approach should not be encouraged.)

Below is a sample of one scheduling pattern being used currently:

Grade	Monday	Tuesday	Wednesday	Thursday	Friday	Credits
6 (or below)	30 minutes daily, five days per week					
7	½ period	½ period	½ period	½ period	½ period	½
8	½ period	½ period	½ period	½ period	½ period	½
9	Full Period	Full Period	Full Period	Full Period	Full Period	1
10	Full Period	Full Period	Full Period	Full Period	Full Period	1
11	Full Period		Full Period		Full Period	3/5
12		Full Period		Full Period		2/5

The above schedule allows a student to stay with one program until he has achieved considerable mastery of the one language he has chosen. Also, it may permit him to alternate other subjects with advanced foreign language courses in the senior high school. Personal typing, gym class, and music or another foreign language are only a few of the numerous possibilities.

2. Flexible Scheduling

Computer-generated, flexible high school schedules are now being tried in Wisconsin and throughout the country. There are many approaches to flexible scheduling, and it is clearly not possible to discuss each of them within the scope of this bulletin. However, the introduction of such innovations requires basic changes in the way languages are taught. An example of one type of scheduling format is given below to illustrate the type of adaptations which the language staff will be required to make when flexible scheduling is adopted by the local school system:

a. Fifteen modules of time per week are allocated to each language. Each module is 20 minutes in length which is comparable to the traditional provision (i.e., 15×20 minutes $= 300$ minutes; 5×60 minutes $=$ 300 minutes).
b. Five of these 20-minute modules are committed to structured classroom activities. (They may be scheduled back to back to provide two 40-minute sessions and one 20-minute session or may be daily 20-minute meetings.)

c. Four of these 20-minute modules are committed to structured laboratory activities which are supervised by the teacher. (This presumes adequate laboratory facilities and materials.)
d. Two of the 20-minute modules are scheduled back to back to provide one 40-minute large-group meeting each week. (For example, all first-year students are brought together to view a film, to be tested, or to engage in some other activity which is suitable for large-group presentation.)
e. Four of the 20-minute modules are "back scheduled." This means that various self-study activities will take place in these modules. Some students will go to the laboratory which is supervised by a semi-professional language laboratory director. They will engage in remedial drill work according to their special problems which the teacher has identified in the more highly-structured sessions. Other students will go to small-group instructional sessions supervised by regular teachers and intern teachers. Others will do enrichment work in the laboratory or in an instructional materials center where all types of audiovisual devices are available. And finally, there will be still other students who can achieve at a rather high level without making use of the back-scheduled time. They will have these modules available to do other work either in foreign languages or in some other subject area.

All of this implies a much greater dependence upon student self-study. This, in turn, implies the need for self-instructional texts and tapes for the language laboratory. Where schools are moving toward the flexible schedule, language teachers would do well to begin selecting, well in advance, materials which the student can use by himself or which he can use with only the help of a semi-professional laboratory technician.

E. Who Should Study a Foreign Language

1. Everyone should have the opportunity to study a foreign language at some stage in his educational experience. He should be allowed to continue as long as his abilities and interests warrant.
2. It is better for a student to study one foreign language until he has achieved a high degree of proficiency than to study two or more languages for a shorter period of time. Those students, however, who have demonstrated success in their continuous study of one foreign language should be encouraged to add the study of a second language to their program.
3. Designation of language courses as "college preparatory" is to be discouraged. There are many young people for whom language study can be a profitable and enjoyable experience regardless of their vocational aspirations. Moreover, unlike the college-bound student, the terminal student may never have another opportunity for the unique experience which foreign language study offers.

F. Which Foreign Language Should Be Taught

1. Before introducing new languages or expanding the language program the school is faced with the following considerations:
   a. How many languages, modern or classical, can the school support without eliminating the possibility of offering third- and fourth-year courses?
   b. What language or languages do the people of the community and the students in school prefer?
   c. What is the availability of well-trained teachers who might reasonably be expected to stay with the program for a number of years?

   Each of these questions should be considered carefully.
2. In addition to offering one or more of the commonly-taught languages (French, German, Latin, or Spanish), each school district should consider the possibility of introducing another important world language. Items (a) and (c) above will be the limiting factors with regard to the neglected languages.

G. The Basic Objectives of Foreign Language Study

Students who complete at least the recommended four-year sequence of study in foreign languages *should have made considerable progress* in developing: (1) skill in the use of spoken and written language, (2) understanding about the way of life and the cultural heritage of the people who speak the language, and (3) understanding of how languages function along with certain relationships between English and the foreign language. The emphasis upon these objectives will vary according to the age of the students, the number of sequential years available, and whether or not the language is modern or classical.

(Note: Comprehensive objectives for each level of both four-year and six-year sequences of study are given in Section II.)

H. The Place of English in the Foreign Language Classroom

1. If the language objectives listed in Section G are accepted as valid goals, then it must follow that a great deal of the instruction in the foreign language classroom will be conducted in the foreign language. As little English as possible will be used in the beginning courses, and, as a general rule, practically none in the advanced courses. In most Wisconsin communities, the language classroom and the language laboratory are the only places which provide an opportunity for the student to perform *in* the foreign language. Excessive use of English is time subtracted from the fulfillment of the ultimate goal of the foreign language program. However, many teachers believe that the use of English for specific purposes during a given class period can make for more efficient learning. The following suggestions are given as guidelines for the use of English in the foreign language class or laboratory:
   a. *giving directions about tests and drills* — A great deal of time can be wasted in trying to convey the mechanics of a drill to the student in the foreign language. In many cases this can be accomplished in a few moments by using English, thereby enabling the student to concentrate his efforts on practicing the language. The English directions can be followed immediately by directions in the foreign language.

b. *cues for pattern drills* — English may also be used discriminately as cues for pattern drills.
c. *understanding the meaning of foreign language utterances* — English approximations are often given to convey the general meaning of the words and sentences which the student is learning to say. Usually the student derives meaning passively from the written English but does not engage in active translation from one language to the other. Some teachers believe that English should not be used in this manner, but that meaning should instead be conveyed by visuals, realia, physical objects, dramatizations, and paraphrases in the foreign language.
d. *cultural notes and grammatical summaries* — Some teachers (and textbook authors) include brief explanations of culture or grammar as they are deemed necessary for the student to progress. At the very early levels the student may lack the vocabulary he needs to grasp a concept which is crucial to understanding.

I. The Place of Grammar in Foreign Language Teaching

The objectives listed previously call for the ability to communicate *in* the language rather than the acquisition of knowledge *about* the language. Foreign language teachers who pursue such objectives must attempt, therefore, to provide a maximum amount of meaningful, well-directed, active practice in manipulating the grammar of the target language. It is hoped that such practice will enable the student to develop habitual use of the grammatical forms of the foreign language to the extent that he can use these forms spontaneously to express what he wants to say in new and unexpected situations. While the need for adequate drill is seldom questioned, there is little agreement among teachers regarding the use of grammatical analysis in the learning process. Nor is there any substantial body of research to support the use or non-use of grammatical generalizations. In any case, the grammatical generalizations are thought of as a means to an end rather than as being important in and of themselves. Accordingly, a pupil's progress in the language must be evaluated in accordance with his ability to understand, speak, read, and write it rather than by his ability to talk about its structure in English. A rule of thumb would be, *"teach only that grammar which is necessary; do not assume that everything is."* That is, the teacher should not deliberately withhold grammatical generalizations; conversely, he should not dwell upon them unnecessarily.

1. Presentation of Grammar

If it is accepted that some formal grammatical analysis is needed, then the teacher is faced with the decision of how it should be presented. Some feel that the students should arrive at the grammatical generalization through the process of inductive thinking while others feel that the teacher should supply the grammatical principle in advance. Since there is no proof regarding which approach to grammar is more effective, it is perhaps best simply to present the two approaches and let the teacher decide which is more appropriate in a given situation.

2. Grammar through the Inductive Process

Instead of presenting the student with a rule on a platter, we set up a few carefully chosen illustrations of that rule and we lead him to discover through skillful guidance the relationship of the new element to others previously mastered and to formulate his observations into a law governing those cases. The inductive process has the following advantages: it causes concentration, it sustains interest, it gives to the neurons the stimulation that comes from the satisfaction of having accomplished by one's own efforts a worthwhile and difficult task, and it assists the memory which retains more easily and more permanently any element that has been carefully observed and stayed with.
(From the "Cleveland Plan for the Teaching of Modern Languages.")

3. Grammatical Explanations before Drill

A brief and concise explanation of the grammatical principles about to be drilled may save time and expedite learning. However, the mistake which has so often been made in the past is to suppose that once a grammatical concept was intellectually understood, only a small amount of practice in uttering the right patterns and making the right choices was needed. . . . In order to reserve for the learner the greatest possible amount of time for indispensable practice, explanation should be used very judiciously and be limited to not more than five to ten minutes for even the most difficult concepts.
(From the *Spanish Bulletin* of the California State Department of Education.)

J. The Prereading Phase

1. Purposes

It is generally accepted that a language consists of a set of learned habits. These habits have been established in our native language through continuous repetition and reinforcement over a long period. It is not feasible to duplicate this process within the confines of a foreign language program offered in the schools. However, the prereading phase is an attempt to acquire some of the audio-lingual skills developed through the process of acquiring native language habits. The success of this phase depends upon the skill of the teacher in establishing correct habits of pronunciation, rhythm, intonation, and structural change without the interference of the written symbol. The prereading phase enables each pupil to enjoy a large number of opportunities to recite and, by immediate correction, to avoid the possible areas of difficulty which are encouraged by the reading of unfamiliar words before they are assimilated aurally.

2. Duration of the Prereading Phase

Teachers often wonder how much time should be spent on the prereading phase of instruction. An excessively long allotment of time to this phase can be damaging to an audio-lingual program. Some psychologists feel that when the pupil finds he must depend on ear alone, tensions may arise which will prevent him from learning what he has heard. This may cause an aversion to language learning which will be difficult to overcome.

It is known that many pupils develop visual images of what they hear and some may attempt to put them on paper. Pupils should be cautioned against attempt-

ing to write anything heard in class during this phase because such activities will only serve as obstacles to be overcome when reading and writing are introduced.

Most pupils are not accustomed to learning by ear alone. Accordingly, material must be covered slowly during this period. The teacher is the best judge of how long the prereading phase should be. It will naturally vary with the class. It may be terminated after the completion of a single unit or after as many as five uits.

The element of boredom is a crucial one. If the class shows signs of extreme restlessness or reluctance to undertake yet another learning experience based only on listening and speaking, it might be wise to introduce the printed word at that point in spite of possible recommendations to the contrary in the accompanying teacher's manual.

All during the prereading phase, there may have been some informal experience with the written language through observation of posters, labels, and dates written on the chalkboard or displayed on the bulletin board as well as the incidental exposure to the written language in daily life which creates an awareness of sound-symbol correspondence. Whatever the length of the prereading phase, the teacher must be cautious not to permit the oral skills to deteriorate when the written language is introduced.

(Adapted from *Teaching Spanish on Level One,* The University of the State of New York, Albany, 1966.)

For further reading and for guidance in the area of foreign languages:

Huebner, Theodore, *Why Johnny Should Learn Foreign Languages.* 1961. Chilton Company, Philadelphia, Pennsylvania.

Johnston, Marjorie C., and Keesee, Elizabeth, *Modern Foreign Languages and Your Child.* Bulletin OE-27020, 1964. U. S. Government Printing Office, Washington, D. C. 20402. Price: 25¢.

Kettelkamp, Gilbert C., *Vocational Opportunities for Foreign Language Students.* Booklet available from Materials Center, Modern Language Association, 62 Fifth Avenue, New York, New York 10011. Price: 75¢.

Lund, Gladys A., and Herslow, Nina Greer, *Foreign Language Entrance and Degree Requirements in U. S. Colleges and Universities, Fall 1966.* Modern Language Association, 62 Fifth Avenue, New York, New York 10011.

Parker, William R., *The National Interest and Foreign Languages.* Third Edition, September 1961. U. S. Government Printing Office, Washington, D. C. 20402. P. 44.

Remer, Ilo, *A Handbook for Guiding Students in Modern Foreign Ianguages.* Bulletin OE-27018, No. 26, 1963. U. S. Government Printing Office, Washington, D. C. 20402. This new Handbook is for sale by the Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402. Price: 45¢. Every modern foreign language teacher and every guidance counselor should have a copy.

"Should My Child Study A Foreign Language?", Publications Division of the National Education Association. Additional copies are available at 35 for $1.00 (Stock No. 051-01858). Publications Sales Section, Washington, D. C. 20036.

Voice of the Wisconsin Foreign Language Teacher. Vol. 7, No. 1; Winter, 1967. State Department of Public Instruction, 126 Langdon Street, Madison, Wisconsin 53702. "Foreign Language Requirements for the College-Bound Student."

Also, note the new bulletin, "What About Foreign Languages." This is an illustrated brochure containing reasons why students of all backgrounds and vocational aspirations should be encouraged to elect a foreign language. Available from the Department of Public Instruction at above address.

Explanation Of
The Skill And Content Tables

A. The Essentials for Communication

In using Section II the "Essentials for Communication" pages are first unfolded from the front and back covers. These fold-out pages have the following functions:

1. They bring into focus the major course objectives;
2. They correspond, item by item, to the "Skills and Content" tables for each year (or level) of language study;
3. This format enables the curriculum planner to see how the course of study for a given year relates to the long-range objectives.

B. The Vertical Columns

In the vertical columns of this section an attempt has been made to identify those sounds, grammatical forms, and word order arrangements which the American youngster must master in order to communicate in the Spanish language. Special emphasis has been given to the points of difficulty invariably encountered by the student of Spanish whose native language is English. Points of pronunciation, grammar, and word order which are closely parallel to English are easy to learn and, therefore, are not mentioned.

In the vocabulary section it is clearly not possible to list all available words. That is the province of the lexicographer. However, it is possible to identify categories of basic vocabulary which must be learned if minimal communication is to take place.

Similarly with culture only areas which the student is likely to encounter and those which are appropriate to his aged and maturity can be dealt with.

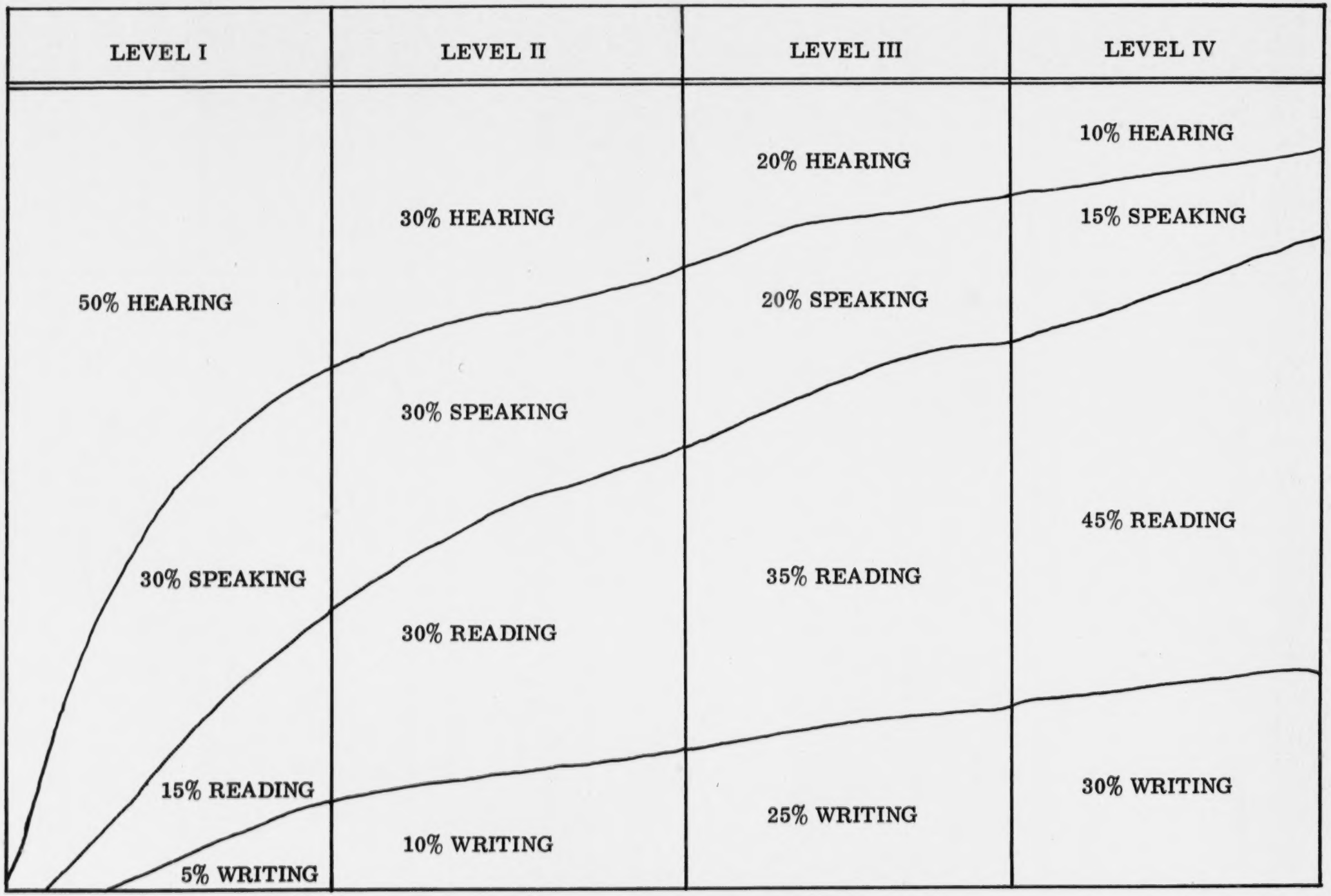
C. The Horizontal "Skills and Concepts" List

Reading horizontally, one can identify the learning problems which are unique to each skill. Clearly there are some items which are essential for all skills. On the other hand, there are items which have pertinence with only one of the skills. Teaching emphasis must reflect this fact. For example, inverted word order presents minimum difficulty in reading, but is of crucial importance in the active skill of speaking. Other items, such as literary vocabulary and certain subjunctive forms, need only be learned for reading recognition.

The committee agreed that the mastery of the four skills must be accompanied by a grasp of certain basic generalizations and concepts. These are listed in the bottom row of the table.

It should be noted that two separate sequences of study are listed. The longer sequence presumes six full sequential years of contact with the language. The shorter sequence may consist of four full sequential years or the equivalent number of contact hours distributed over a greater number of years in any one of many patterns of scheduling. (See Section I.C. above.)

D. FLOW CHART OF THE PROGRESSIVE DEVELOPMENT OF THE FOUR SKILLS *



* Naturally, the percentages are only approximations. Classroom activities are far too complex to permit precise measurement of each separate skill.

Grade Nine in a Four-year Sequence

Phonology	Morphology	Syntax
Spanish vowel: *a, e, i, o, u;* contrast unstressed vowels (Note) consonant sounds. Initial and intervocalic: *d, g, b.* Differentiate between systems of stress in Spanish & English. Intonation & rhythm in statements, questions & commands. Dental & velar *n.* Pronunciation of *x.* Diphthongs. Develop auditory discrimination among verb tenses (present to preterite, future, etc.). Production & differentiation of the sounds listed above. Liaisons between like vowels & consonants. Answer simple questions stressing knowledge of liaisons.	Familiar & polite (pronoun, verb). Contractions *(al, del.)* Regular present of *AR, ER, IR* verbs. Present of *ser,* & *estar.* Possession with *de.* Imperatives. Personal *a.* Articles, nouns & adjectives (gender, number). Placement of *no,* placement & agreement of adjectives. Present with future meaning *(IR-a).* Cardinals & ordinals. Pronouns with prepositions. Stem changing verbs. Object pronouns (form & position). Possessive adjectives. Preterite. Imperfect. Demonstratives, adjectives, and pronouns. Present progressive. Comparison of adjectives & adverbs. Future & conditional. Relative pronouns: *Gustar; faltar.* Indefinite pronouns. Interrogative pronouns. *Por* & *para.*	Statements, interrogatives & imperatives. Position of adjectives. Word order to denote possession. The negative sentence (the concept of the double negative). Position of pronoun, including affirmative commands, infinitives & gerunds. Difference between positions of demonstrative pronouns & adjectives.
		Denote possession; to use adjectives in correct position & form. Change statements into questions & commands. Change affirmative statements into negative ones. Position of object pronouns, differences between the position of demonstrative pronouns & adjectives.
Associations of the sounds of the language with written symbols especially: *l, ll; qui, que; ca, co, cu, ch; h; r, rr; ñ, n; ga go, gu, gue, gui.* Read aloud with proper pronunciation & intonation. Knowledge of proper syllabication & placement of accents.	Use of and exposure to above in reading, especially: number & gender of nouns; adjectives, number & person of verbs & pronouns. Agreement of adjectives with nouns & verbs with their subjects. Use of preterite & imperfect. Comparison of adjectives & adverbs.	Expose students to additional basic forms or word order by introducing them to short readings. Provide more complex sentences where students encounter basic word order in a more varied context.
Spell vowel and consonant sounds correctly, especially: *l, ll; qui, que; ca, co, cu, ch; h; r, rr; ñ; n, ga, go, gu, gue, gui; ua, ue, ui, uo.* Formulate meaningful sentences in Spanish. Basic principles of stress (*hablo, habló, estas, estás.*)	Use of above in writing; knowledge of gender & number of adjectives & nouns, person & number of verbs & pronouns; agreement of verbs with their subjects. Write simple text from dictations & narratives. Capitalization.	Rewrite statements in the form of questions & commands. Change affirmative statements into negative ones. Written exercises requiring an understanding of adjectives, negatives, articles, & object pronouns, demonstrative pronouns, indefinite pronouns, & word order in comparisons.
Recognize the relationships between sounds & written symbols. Note the close "fit" between phoneme & grapheme in Spanish.	Knowledge about & use of basic grammatical forms listed above in listening, speaking, & writing. Gender, number, & subject pronoun-verb agreements are necessary to convey meaning.	Realization that basic word order in English & Spanish is fundamentally the same with respect to the position of subject verb & predicate; however object pronouns precede verbs unless the verb form is an affirmative command, gerund, or infinitive.

Grade Nine in a Four-year Sequence

Vocabulary		Culture
Approximately 1,000 lexical items	Basic items: Samples of all forms listed under Morphology, Level I, i.e., definite & indefinite articles, interrogatives, verbs *ser* & *estar* in present tense, suitable examples of regular verbs, etc. Content words: greetings leave taking classroom expressions numbers 1-1,000 colors clothing telling time (clock) dates (calendar) school building family parts of body common foods weather Christmas age birthdays sports diversions	Present patterns of behavior typical of Spanish-speaking people such as: greetings showing respect (*tú* & *usted*) introducing friends *la piñata* *la siesta* *el patio* names of married women proverbs Student participation in the activities mentioned above. Teachers should try to obtain student participation by asking questions in Spanish about the materials covered. Selections from children's literature, singing, etc. Presentation of small units of cultural content clarifying special points which vary between English & Spanish-speaking cultures; meals, holidays, marriage, the family, etc. Dictations emphasizing special units of cultural content & other written exercises requiring students to use key words illustrating their knowledge of behavior & culture. Develop an appreciation & understanding of the patterns of behavior & units of culture characteristic of Spanish-speaking peoples. Create an atmosphere in the classroom which fosters an interest in furthering knowledge about Spanish-speaking countries.
Approximately 1,200 lexical items		
Up to 800 words & expressions	Readings should involve mainly vocabulary which has been learned earlier; this will include the specific utterances which the student has mastered and recombinations of those utterances.	
In spoken and written form, words make up a language. To communicate in that language one must grasp their meaning, isolated or in context, without conscious reference to English.		Cultural items are an integral part of a language. In listening to or reading the language, one must be aware of the nuances of cultural forms. To speak or write the language correctly also means to use culturally acceptable forms.

Grade Ten in a Four-year Sequence

Phonology	Morphology	Syntax
Review basic phonology as listed in grade nine. Also present vowel clusters, emphasizing diphthongs; fusion of vowels (*dónde estás*?); linkage (*los alumnos*).	Imperfect vs. preterite. Progressives & perfects. Reflexive verbs & pronouns. Nominalization of: adjectives, possessives, indefinites & articles. *Por* vs. *para*. Passive voice. Present & imperfect subjunctive. Indicative vs. subjunctive. Sequence of tenses. *Hacer* with expressions of time.	Position of reflexive pronouns. Word order with *gustar, faltar, parecer,* etc. Word order with passive voice. Word order with *hacer* in expressions of time. Use of subjunctive in subordinate sentences. Position of indefinite pronouns. Word order in comparisons of adjectives & pronouns. Position of relative pronouns.
Phrases emphasizing the production of vowel clusters, diphthongs; fusion of vowels, & linkage; sounds involving the points listed above—always with practical materials in complete meaningful utterances.	Nominalization; change from present to imperfect subjunctive, use of the subjunctive; passive voice with *se* & *ser; hacer* with expressions of time; *si* clauses in the subjunctive.	Drills emphasizing the position of reflexive pronouns, the word order with *gustar, faltar, parecer;* the passive voice; *hacer* with expressions of time. Drills requiring the use & correct word order with the subjunctive. Make comparisons with adjectives & pronouns.
Recognize vowel clusters, diphthongs, fusion of vowels & linkage in reading selections. Practice reading sounds represented by the following spellings: *ll, y; qui, que; ca, co, cu; b, v; j; ge, gi, ga, go, gue, gui, güe, güi, gua, guo.* Observance of accents which break diphthongs: *caído, traído, Raúl.*	Supplementary readings involving the subjunctive in as many forms as possible. Assign a graded reader or other material incorporating the basic grammatical forms listed above.	Expose students to supplementary readers where basic word order is found in new context. Provide more complex reading in order that students encounter basic word order in varied contexts.
Dictations & other written exercises emphasizing knowledge of written symbols for sounds listed above.	Give students contexts requiring them to choose between the: imperfect & preterite, indicative & subjunctive, sequence of tenses *por* & *para*, the correct use of the passive voice construction. Additional reading exercises involving the use of the grammatical forms listed above.	Write short sentences in which word order is stressed. Give the infinitive of reflexive verbs or expressions requiring the subjunctive; change active to passive voice; cues requiring the use of *gustar, faltar,* etc. (All material written by the students should be in complete & meaningful sentences.)
Differentiate between syllabication in writing (*los-a-lum-nos*) & speaking (*lo-sa-lum-nos*). Realization of the relationship between spelling & sounds.	Realization that people speaking Spanish express ideas with different grammatical structures (*por* & *para*, indicative & subjunctive, imperfect & preterite). The subjunctive is very commonly used in Spanish & is necessary if one wants to speak the language idiomatically.	Realization on the part of the student that word order in English is fundamentally the same as that of the Spanish with a few exceptions; position of object pronouns & reflexive pronouns, idiomatic expressions (*gustar, faltar*), *hacer* with expressions of time.

Grade Ten in a Four-year Sequence

Vocabulary		Culture
1,200 lexical items above Level I	Basic items: Necessary vocabulary to understand simple statements incorporating the basic grammatical forms outlined for Levels I & II within contexts utilizing the most functional patterns & vocabulary: Verb forms like *gustar, faltar;* use of the imperfect & preterite, future & present progressive, use of object pronouns. Content words pertaining to: daily routine telephoning shopping letters post office restaurant community transportation city (Latin American vs. North American) travel animals holidays	Expose students to selected topics presented in short conversations. Topics suggested at this level include songs, music, childhood literature, proverbs, games, festivals . . . activities related to the climate & cultural heritage, as illustrated by films, slides, tapes, records & guest speakers of their own age. Student participation in the activities mentioned above. Teachers should try to obtain student participation by asking questions in Spanish about the materials covered. Present small units on cultural topics as illustrated readings. Elementary supplementary readings emphasizing cultural content. Written exercises requiring students to use the key words illustrating their knowledge of patterns of behavior & culture. Dictations emphasizing special units of cultural content. Develop an appreciation & understanding of the patterns of behavior & units of culture characteristic of Spanish-speaking peoples. Create an atmosphere in the classroom which fosters an interest in furthering knowledge about Spanish-speaking countries.
800 lexical items above Level I		
1,200 lexical items above Level I		
800 lexical items above Level I		
Words and expressions in Spanish are sometimes closely related to English but more often differ in range of meaning. Vocabulary is influenced by historical background, social customs, and other factors.		In listening, speaking, reading, & writing cultural patterns are obvious & must be observed by a native or non-native speaker of the language.

Grade Eleven in a Four-year Sequence

Phonology	Morphology	Syntax
Reinforce intonation patterns in statement, questions & commands. Reinforce auditory discrimination among verb tenses studied. Review dental & velar *n*, initial & intervocalic *d, g, b*. Review vowel clusters, liaison & linkage.	Expansion of the knowledge of the following points: all pronouns; *ser* & *estar;* imperatives; gender & number of articles, pronouns & adjectives; most commonly used irregular verbs; cardinals & ordinals; negative words; form & use of the subjunctive (recognition); review of morphology from grades nine & ten.	Reinforce knowledge of the form & position of pronouns, demonstrative pronouns & adjectives; possessives, indefinite pronouns; comparisons of adjectives & adverbs. Reinforce auditory discrimination with respect to the above items.
Production of intonation patterns in statements, questions & commands. Dental & velar *n*, initial & intervocalic *d, g, b*. Oral discrimination among verb tenses. Production of *r, rr;* initial, intervocalic & terminal *r*, stressed & unstressed vowels.	Reinforce ability of student to change person & number of verbs & pronouns; change number & gender of nouns & adjectives; use of the subjunctive; use of negatives. Reinforce points listed above in conversation.	Reinforce use of the form & position of personal pronouns; demonstrative pronouns & adjectives; indefinite pronouns; comparisons of adjectives & adverbs. Reinforce the utilization of the above items in meaningful utterances related to daily situations.
Recognition of stress patterns & accentuation. Review *qui, que; ca, co, cu, ch; ga gue, gui, go gu; gua, guo, güe, güi; j; ge, gi (je, ji); h;* initial *r* & *rr*. Read aloud with proper pronunciation & intonation.	Exposure to readings in which these structures are emphasized. Expand the functional vocabulary used to present the basic grammatical forms listed in listening & speaking.	Expose students to additional forms & word order by the continued use of supplementary readings (limited). Provide more complex sentences where students encounter word order in a more varied context & in the use of prepositions.
Spell correctly vowel and consonant sounds listed above. Take dictations in the foreign language emphasizing the representation of these sounds. Rewrite short sentences & do other written exercises using material previously illustrated.	Reinforce ability to write answers to questions requiring the use of gender & number of adjectives & nouns; person & number of verbs & pronouns. Rewrite simple sentences & do other written exercises requiring knowledge of the basic grammatical forms listed in listening & speaking.	Reinforcement of the use of the items listed in listening & speaking with emphasis upon written exercises like short sentences &/or dialogues. Rewrite statements in the form of questions, commands, & negatives.
Reinforce the knowledge of the relationships between sounds & written symbols in Spanish.	Expansion of knowledge about & use of basic grammatical forms listed above in listening, speaking, reading, & writing.	Expand ability to distinguish between basic word order in statements, questions, commands, & negatives. Expand the ability to understand, speak, read, & write meaningful sentences emphasizing the word order suggested above.

Grade Eleven in a Four-year Sequence

Vocabulary	Culture
Increase in vocabulary cannot be stated in figures. Passive vocabulary will be larger than active, but extent of both will depend on student's ability and willingness to speak & read Spanish. A variety of graded readers may be used at this level. Much of the passive vocabulary will depend upon the selection of reading materials & textbooks. A vocabulary suitable for writing letters & compositions should be developed. Topical vocabulary might include: current events sickness and doctor education government history Increase the ability of students to make active use of vocabulary items to express what they want to say. Activities might include directed talks by individual students, conversations between students, debates, etc.	Cultural items at the third level might include: Spain: government educational system recreation historical highlights (especially the conquest of South and Central America) South and Central American nations (topics similar to those for Spain) Spanish influence in North America The cultural study is done mainly in Spanish with some supplementary reading in English. Activities might include: listening to recordings & viewing films, filmstrips, & slides; discussing what has been heard or read; reading of various kinds including graded readers, periodicals, poetry, & literary prose; writing letters, reports, or compositions.
Spoken & written vocabulary differ in volume & kind. The command of a large vocabulary can be achieved only through constant listening, speaking, reading, & writing practice.	The Hispanic culture must be evaluated objectively & on its own merits. The Spanish have made many contributions to American culture.

Grade Twelve in a Four-year Sequence

Phonology	Morphology	Syntax
Reinforce the contrast among unstressed vowels. Reinforce auditory discrimination of all consonant sounds. Review & reinforce liaison & linkage.	Review use of the subjunctive, imperfect vs. preterite, *por* & *para*, the passive voice, stem changing verbs. Progressive & perfect tenses, comparisons of adjectives. Reflexive verbs. Reinforce understanding of verbs like *gustar, faltar, parecer*, etc.	Reinforcement of knowledge with respect to the word order in sentences with *gustar, faltar, parecer;* passive voice; comparison of adjectives; use of subjunctive in subordinate clauses.
Reinforce the production of all consonant sounds. Reinforce proper liaison & linkage in speaking at near-native speed.	Use of the above items in speaking at near-native speed & in contexts that are understandable to native speakers. All pronouns should now be in the active repertoire of the student as should all uses of the articles.	Speaking situations emphasizing the above items in basic word order.
Read materials with proper pronunciation & intonation at normal speed. (Enact roles in plays & other works which exemplify the ways in which changes in phonology affect meaning.) Reinforce ability to associate written symbols with sound.	Presentation of the above items in expanded usage (specifically contrasting: Preterite & imperfect; *por* & *para;* forms of the passive voice; comparisons of adjectives. Use of the subjunctive. Reflexive verbs).	Provide supplementary readings stressing the importance of basic word order as outlined above.
Have students paraphrase in writing what they hear (short dialogues or stories); exercises incorporating the more difficult spelling: *h, j, ge, ji (je, ji), gue, gui, y, n, ll, rr, y, b,* diphthongs; silent vowels in linkage.	Use of the above items in written exercises according to a specific grammar point using the passive voice; *por* & *para;* imperfect & preterite, subjunctives, comparison of adjectives, progressive & perfect tenses *gustar, faltar,* etc. Stem changing verbs, reflexive verbs.	Have students write sentences & do other written exercises according to specific points of word order, position of pronouns, passive voice, use of subjunctives in subordinate clauses; comparison of adjectives; *gustar, faltar, parecer,* etc.
Poetic forms of the language may differ from everyday spoken & written Spanish. Spanish has a highly consistent punctuation.	Full realization on the part of the student that Spanish-speaking people express ideas differently from English-speaking people.	Expand the ability to understand, speak, read, & write meaningful sentences emphasizing the word order suggested above.

Grade Twelve in a Four-year Sequence

Vocabulary	Culture
A student should be able to understand standard Spanish in normal conversational contexts.	A student should listen with understanding to audio stimuli & detect nuances of meaning relating to common aspects of Hispanic culture.
He should have an active speaking vocabulary appropriate to his age and capacity enabling him to communicate in Spanish.	He should speak & write in culturally acceptable forms & in his speech & writing reveal some knowledge of the heritage of the people who speak Spanish.
He should recognize in context a wide range of vocabulary items. If he is planning to continue Spanish in college he should do extensive outside reading to familiarize himself with many literary forms, words, & expressions.	He should read everything from newspapers to works of literature with an understanding of its place within the Spanish culture.
A student should have a writing vocabulary which is appropriate to the occasion.	A student planning to continue his studies of Spanish in college should familiarize himself with literature in his field of interest.
Spoken & written communication employs a large volume & variety of words & expressions.	A knowledge of culturally acceptable forms & of the Spanish heritage is a part of learning the Spanish language. Works of literature can be appreciated best in the language in which they were written.

Grade Seven in a Six-year Sequence

Phonology	Morphology	Syntax
Spanish vowels: *a, e, i, o, u;* contrast unstressed vowels; consonant sounds; initial & intervocalic: *d, g, b;* differentiate between systems of stress in Spanish and English; intonation and rhythm in statements, questions, & commands. (See appendix.)	Familiar & polite [pronoun, verb contractions (*al, del*)]. Regular present of *AR, ER, IR* verbs. Present of *ser* & *estar.* Possession with *de.* Imperatives. Personal *a.* Articles, nouns, & adjectives (gender, number), use, placement of *no,* placement & agreement of adjectives, present with future meaning. Cardinals & ordinals.	WORD ORDER: Statements, interrogatives, & imperatives. Position of adjectives. Word order to denote possession. The negative sentence (the concept of the double negative).
Production & differentiation of the sounds listed above; liaisons between like vowels & consonants; Spanish pronunciation & intonation patterns; stress patterns.	Use of the above in spoken exercises involving change of number & gender of nouns & adjectives, person & number of verbs & pronouns; change affirmative statements to questions & commands; denote possession; use of personal *a, al* & *del* in complete sentences; change polite to familiar.	WORD ORDER: Denote possession; use adjectives in correct position & form. Change statements into questions & commands. Change affirmative statements into negative ones.
Associations of the sounds of the language with written symbols, especially: *l, ll; qui, que; ca, co, cu, ch; h; r, rr; ñ, n; ga, go, gu, gue, gui;* read aloud with proper pronunciation & intonation.	Use of & exposure to above in reading, especially: number & gender of nouns & adjectives, number & person of verbs & pronouns. To note agreement of adjectives with nouns & verbs with their subjects.	Expose students to additional basic forms or word order by introducing them to additional short readings. Provide more complex sentences where students encounter basic word order in a more varied context.
Spell vowel & consonant sounds correctly, especially: *l, ll; qui, que; ca, co, cu, ch; h; r, rr; ñ, n; ga go, gu, gue, gui; ua, ue, ui, uo;* proper syllabication & placement of accents.	Use of above in writing. Writing answers to questions stressing correct spelling & agreement; write simple text from dictation & narratives. Capitalization.	Give adjectives & words like *no, de, al, del,* personal *a,* & articles to be written in meaningful complete sentences with the proper word order. Rewrite statements in the form of questions & commands. Change affirmative statements into negative ones.
Recognize the relationships between sounds & written symbols. Note the close "fit" between phoneme & grapheme in Spanish.	Knowledge about & use of basic grammatical forms listed above in listening, speaking, & writing. Gender, number, & subject pronoun-verb agreements are necessary to convey meaning.	Distinguish between basic word order in statements, questions, & commands.

Grade Seven in a Six-year Sequence

Vocabulary		Culture
800-1,000 words & expressions	In the context of the topics or units: greetings leave taking classroom incl. conversational terms numbers colors clothing clock time calendar time school building house members of family parts of body common foods weather Christmas	Introduction to Hispanic & Latin American culture should be an integral & natural part of teaching Spanish but should not take the place of teaching the language. The environment of the classroom, books, magazines, tapes, films, records, & pictures should stimulate the student's interest in learning about the following cultural items: Spanish names forms of address (*tú* & *Vd.*) courtesy patterns school day & school year in Spanish-speaking countries 24-hour clock Spanish houses & the patio some typical foods holidays, especially Christmas *piñata* *siesta* rhymes songs & music
500 words & expressions		
800 words & expressions	Nouns, verbs, & adjectives pertaining to these topics as well as: changes in gender, number, possession, agreement; passive vocabulary involving negation, statements, questions, & commands.	
500 words & expressions	Necessary vocabulary to understand simple statements incorporating the basic grammatical forms outlined for grade seven (supplementary vocabulary need not be stressed). Teacher should operate patterns & illustrate sounds of the Spanish language limited to the most functional patterns & vocabulary possible, such as the regular, present tense forms of AR, ER, & IR verbs.	The units of vocabulary are obviously linked closely to the study of culture. As much of this as possible is done in Spanish.
In spoken and written form, words make up a language. To communicate in that language one must grasp their meaning, isolated or in context, without conscious reference to English.		Cultural items are an integral part of a language. In listening to or reading the language, one must be aware of the nuances of cultural forms. To speak or write the language correctly also means to use culturally acceptable forms.

Grade Eight in a Six-year Sequence

Phonology	Morphology	Syntax
Dental & velar *n*. Pronunciation of *x*, diphthongs. Stress differences between intonational patterns in statements, questions, & commands. Develop auditory discrimination among verb tenses (present to preterite, future, etc.).	Pronouns with prepositions; stem-changing verbs; object pronouns (form & position); possessive adjectives; preterite; imperfect; demonstrative adjectives & pronouns; present progressive; comparison of adjectives & adverbs, future & conditional; relative pronouns; *gustar, faltar;* indefinite pronouns.	Position of pronouns including affirmative and negative commands, infinitives, & gerunds; difference between positions of demonstrative pronouns & adjectives; position of indefinite pronouns; word order in comparisons of adjectives & pronouns; position of relative pronouns.
Produce the sounds listed for grades seven & eight in context; variation of verb forms; stress importance of careful pronunciation of verb endings: present to preterite, future.	Use of above in speaking. Suggested activities: use of subject pronouns with prepositions; form & position of object pronouns; change of present to imperfect & preterite; use of *gustar, faltar, parecer;* change of present to future & conditional; use of present progressive.	Drills stressing the position of object pronouns; differences between the position of demonstrative pronouns & adjectives. Speaking situations in which students make comparisons with adjectives & pronouns.
Read appropriate material aloud with proper pronunciation & intonation; determine verb tenses by recognizing accents & endings characteristic of the various tenses studied.	Use of & exposure to above in reading activities; short supplementary reading passages emphasizing the forms listed above.	Expose students to supplementary readers combining basic word order in more complicated materials. Provide more complex sentences where students encounter basic word order in new contexts.
Dictations involving the basic principles of stress (*hablo, habló, estas, estás*). Additional exposure to writing reviewing sounds for grades seven & eight in new contexts. Writing answers to aural questions in Spanish using complete sentences at all times.	Formulate questions requiring students to answer by utilizing the grammatical forms suggested above; other written exercises emphasizing usage of the basic grammar points listed above.	Written exercises requiring an understanding of the form & position of object pronouns, demonstrative adjectives & pronouns, indefinite pronouns, & word order in comparisons.
Emphasize the fact that stress is so important in Spanish that it changes the meaning of the word.	Differentiation of verb tenses: present, imperfect, preterite, future, conditional, progressive; stress the importance of verb endings to express meaning.	Realization that basic word order in English & Spanish is fundamentally the same with respect to the position of subject, verb, & predicate; however, object pronouns precede verbs unless the verb form is an affirmative command, gerund, or infinitive.

Grade Eight in a Six-year Sequence

Vocabulary		Culture
800-1,000 words & expressions above grade seven	In the context of the topics or units: daily routine telephoning shopping letters post office restaurant community transportation city landscape travel animals holidays Vocabulary should include: *gustar, faltar, parecer,* imperfect, preterite, present progressive; demonstrative adjectives & pronouns; the form & position of object pronouns; pronouns with prepositions, stem-changing verbs. Aim should be toward a useful, active vocabulary practiced in a variety of situations rather than toward a large number of words memorized in isolation.	Visual & audio stimuli as well as the topics of vocabulary should suggest the following cultural items for study at this level: forms of letters restaurants Latin America: landscape in regions 4-5 rivers or lakes 10-12 cities holidays, festivals, fairs legends folklore proverbs music — classical & popular current events games activities related to climate & cultural heritage
800 words & expressions above grade seven		
1,000 words & expressions above grade seven		
800 words & expressions above grade seven		
Words & expressions in Spanish are sometimes closely related to English but almost always differ in range of meaning. Vocabulary is influenced by historical background, social customs, & other factors.		In listening, speaking, reading & writing cultural patterns are obvious & must be observed by a native or non-native speaker of the language.

Grade Nine in a Six-year Sequence

Phonology	Morphology	Syntax
Review basic phonology as listed in grades seven & eight. Also present vowel clusters, emphasizing diphthongs; fusion of vowels (*dónde estás*); linkage (*los alumnos*).	Imperfect vs. preterite. Progressives & perfects. Reflexive verbs & pronouns. Nominalization of: adjectives, possessives, indefinites & articles. *Por* vs. *para;* passive voice; present & imperfect subjunctive; indicative vs. subjunctive; sequence of tenses; *hacer* with expressions of time.	Position of reflexive pronouns. Word order with *gustar, faltar, parecer,* etc. Word order with passive voice. Word order with *hacer* in expressions of time. Use of subjunctive in subordinate sentences.
Phrases emphasizing the production of vowel clusters, diphthongs, fusion of vowels, & linkage. Tape sounds involving the points listed above — always with practical materials in complete meaningful sentences.	Use of above in speaking. Nominalization; change from present to imperfect subjunctive; use of the subjunctive; passive voice with *se* & *ser; hacer* with expressions of time; *si* clauses in the subjunctive.	Drills emphasizing the position of reflexive pronouns; the word order with *gustar, faltar, parecer;* the passive voice; *hacer* with expressions of time. Drills requiring the use & correct word order with the subjunctive.
Recognize vowel clusters, diphthongs, fusion of vowels & linkage in reading selections. Practice reading sounds represented by the following spellings: *ll, y; qui, que; ca, co, cu; b, v; j, ge, gi; ga, go, gu, gue, gui; gua, guo, güe, güi.* Observance of accents which break diphthongs: *caído, traído, Raúl.*	Supplementary readings involving the subjunctive in as many forms as possible. Assign a graded reader or other material incorporating the basic grammatical forms listed above.	Expose students to supplementary readers where basic word order is found in new contexts. Provide more complex reading in order that students encounter basic word order in varied contexts.
Dictations & other written exercises emphasizing knowledge of written symbols for sounds listed above.	Give students contexts requiring them to choose between the: imperfect & preterite, indicative & subjunctive, sequence of tenses, *por* & *para,* the correct use of the passive voice construction. Additional written exercises involving the use of the grammatical forms listed above.	Write short sentences in which word order is stressed: Give the infinitive of reflexive verbs; verbs or expressions requiring the subjunctive; change active to passive voice; cues requiring the use of *gustar, faltar,* etc. (All material written by the students should be complete & meaningful sentences.)
Differentiate between syllabication in writing (*los-a-lum-nos*) & speaking (*lo-sa-lum-nos*). Realization of the relationship between spelling & sounds.	Realization that people speaking Spanish express ideas with different grammatical structures (*por* & *para,* indicative & subjunctive, imperfect & preterite). The subjunctive is very commonly used in Spanish & is necessary if one wants to speak the language idiomatically.	Realization on the part of the student that word order in English is the same as that of Spanish with a few exceptions: position of object pronouns & reflexive pronouns, idiomatic expressions (*gustar, faltar*), *hacer* with time, etc.

Grade Nine in a Six-year Sequence

Vocabulary		Culture
1,000-1,500 words & expressions above grade eight	Topical vocabulary should include: current events sickness and doctor education vocations government history biography	Cultural items studied at this level should include: Spain: government educational system recreation highlights of economy, industry, history, & present political situation Spanish influence in America: famous Spanish explorers & conquistadores Spanish settlements in America
800-1,000 words & expressions above grade eight	A variety of graded readers may be used at this level. Much of the passive vocabulary will depend upon the selection of reading materials & textbooks. A vocabulary suitable for writing letters, outlines, reports, compositions should be developed.	The cultural study is done mainly in Spanish with some supplementary reading in English. It takes in: the listening to recordings & viewing of films, filmstrips & slides; the discussing of what has been heard or read; the reading of graded readers, periodicals, poetry, & literary prose; the writing of letters, reports, compositions; all of the above should reveal an understanding of the Spanish culture.
1,000-1,500 words & expressions above grade eight	Vocabulary should include: passive voice, reflexive verbs, subjunctives; difference between imperfect and preterite, *por* & *para;* use of progressives and perfects.	
800-1,000 words & expressions above grade eight		
Each skill demands a certain amount & type of vocabulary. Beyond a general useful vocabulary one needs specific words suitable to the discussion of certain topics.		The Spanish-speaking cultures must be evaluated objectively & on their own merits. Spanish culture has made many contributions to American life.

Grade Ten in a Six-year Sequence

Phonology	Morphology	Syntax
Reinforce intonation patterns in statements, questions & commands. Reinforce auditory discrimination among verb tenses studied. Review dental & velar *n*, initial & intervocalic *d, g, b*. Review vowel clusters, liaison, & linkage.	Expansion of the knowledge of the following points: all pronouns; *ser* & *estar*, imperatives; gender & number of articles, nouns & adjectives; most commonly used irregular verbs; cardinals & ordinals; negative words. Form & use of the subjunctive (recognition).	Reinforce knowledge of the form & position of personal pronouns, demonstrative pronouns & adjectives; possessives; indefinite pronouns; comparisons of adjectives & pronouns. Reinforce auditory discrimination with respect to the above items.
Production of intonation patterns in statements, questions, & commands. Dental and velar *n*, initial and intervocalic *d, g, b*. Oral discrimination among verb tenses. Production of *r, rr;* initial, intervocalic, & terminal *r;* stressed & unstressed vowels.	Reinforce ability of student to change person & number of verbs & pronouns; change number & gender of nouns & adjectives; use of irregular verbs; use of the subjunctive; use of negatives; reinforce points listed above in conversation.	Reinforce use of the form & position of personal pronouns; demonstrative pronouns & adjectives; possessives; indefinite pronouns; comparisons of adjectives & adverbs. Reinforce the utilization of the above items in meaningful utterances related to daily situations.
Recognition of stress patterns & accentuation. Review *qui, que, ca, co, cu, ch, ga, gue, gui, go, gu, gua, guo, gui, gue, j, ge, gi* (*je, ji*), *h,* initial *r* & *rr*. Read aloud with proper pronunciation & intonation.	Exposure to readings in which these structures are emphasized. Expand the functional vocabulary used to present the basic grammatical forms listed in listening & speaking.	Expose students to additional forms & word order by the continued use of supplementary readings (limited). Provide more complex sentences where students encounter word order in a more varied context.
Spell correctly vowel & consonant sounds listed above. Take dictations in the foreign language emphasizing the representation of these sounds. Rewrite short sentences & do other written exercises using material previously illustrated.	Reinforce ability to write answers to questions requiring the use of gender & number of adjectives & nouns; person & number of verbs & pronouns. Rewrite simple sentences & do other written exercises requiring knowledge of the basic grammatical forms listed in listening & speaking.	Reinforcement of the use of the items listed in listening & speaking—with emphasis upon written exercises like short sentences &/or dialogues. Rewrite statements in the form of questions, commands, & negatives.
Reinforce the knowledge of the relationships between sounds & written symbols in Spanish.	Expansion of knowledge about & use of basic grammatical forms listed above in listening, speaking, reading, & writing.	Expand ability to distinguish between basic word order in statements, questions, commands, & negatives. Expand the ability to understand, speak, read, & write meaningful sentences emphasizing the word order suggested above.

Grade Ten in a Six-year Sequence

Vocabulary	Culture
Increase in vocabulary cannot be stated in figures. Passive vocabulary will of course be larger than active, but extent of both will depend on student's ability & willingness to speak & read Spanish. Conversational topics should be chosen with the consideration of a student's age & interests. They will range from current events to points of discussion from literary reading. The student should be able to read periodicals as well as literary works which are appropriate to his maturity level. His writing vocabulary should be expanded to enable him to express himself correctly for any occasion. Increase the ability of students to make active use of vocabulary items to express what they want to say. Activities might include directed talks by individual students, conversations between students, debates, etc.	To gain an insight into the extent of literature written in Spanish a student should be introduced to a variety of literary works which are appropriate to his age & interests. His reading should also include newspapers, magazines, & books on topics interesting to teenagers. He should be exposed to Spanish music of various types & see films & pictures depicting many aspects of life in Spain & Latin America. He should discuss current events as well as events in history with an increasing understanding of the way of life in Spanish-speaking countries.
Spoken & written vocabulary differ in volume & kind. The command of a large vocabulary can be achieved only through constant listening, speaking, reading, & writing practice.	Works of literature can be appreciated best in the language in which they were written.

Grade Eleven in a Six-year Sequence

Phonology	Morphology	Syntax
Reinforce the contrast among unstressed vowels. Reinforce auditory discrimination of all consonant sounds. Review & reinforce liaison & linkage.	Review use of the subjunctive, imperfect-preterite, *por* & *para*, the passive voice, stem-changing verbs, progressive & perfect tenses, comparisons of adjectives. Reflexive verbs. Reinforce understanding of verbs like *gustar, faltar, parecer,* etc.	Reinforcement of knowledge with respect to the word order in sentences with *gustar, faltar, parecer;* passive voice; comparison of adjectives; use of subjunctive in subordinate clauses.
Reinforce the production of all consonant sounds. Reinforce proper liaison & linkage in speaking at near-native speed.	Use of the above items in speaking at near-native speed & in contexts that are understandable to native speakers.	Speaking situations emphasizing the above items in basic word order.
Read materials with proper pronunciation & intonation at normal speed. (Enact roles in plays & other works which exemplify the ways in which changes in phonology affect meaning.) Reinforce ability to associate written symbols with sound.	Presentation of the above items in expanded usage (specifically contrasting: preterite & imperfect; *por* & *para;* forms of the passive voice; comparisons of adjectives. Use of the subjunctive. Reflexive verbs).	Provide supplementary readings stressing the importance of basic word order as outlined above.
Have students paraphrase in writing what they hear (short dialogues or stories); exercises incorporating the more difficult spellings: *h, j, ge, ji, (je, ji), gue, gui, y, n, ll, rr, y, b,* diphthongs, silent vowels in linkage.	Use of the above items in written exercises according to a specific grammar point; using the passive voice, *por* & *para,* imperfect & preterite, subjunctive, comparisons of adjectives, progressive & perfect tenses, *gustar, faltar,* etc. Stem-changing verbs, reflexive verbs.	Have students write sentences & do other written exercises according to specific points of word order; position of pronouns; passive voice; use of subjunctives in subordinate clauses; comparison of adjectives; *gustar, faltar, parecer,* etc.
Ability of the student to speak Spanish with proper pronunciation & intonation at near-speed (fluidity). Ability of the student to understand Spanish spoken by a native speaker.	Full realization on the part of the student that Spanish-speaking people express ideas differently from English-speaking people (preterite vs. imperfect, *por* & *para, gustar,* etc., subjunctive in adverbial & adjectival clauses).	Expand the ability to understand, speak, read, & write meaningful sentences emphasizing the word order suggested above.

Grade Eleven in a Six-year Sequence

Vocabulary	Culture
Amount of active & passive vocabulary is a matter of students' individual progress. A high rate of active vocabulary should be aimed for through a wide range of conversational topics, giving the student the ability to communicate in the modern world. Choice of literary works is up to the teacher but should be based on the ability, interest, & maturity of the students, developing in them a sensitivity to the differences between spoken & written vocabulary & between contemporary & older literary forms, words, & expressions. A writing vocabulary appropriate to the occasion should be mastered.	The increased ability of the students to communicate in Spanish & to read everything from newspapers to works of literature makes possible an appreciation and understanding of Spanish & Latin American contributions to: literature painting sculpture architecture dramatic arts music Current events are listened to, viewed, discussed, read, & written about. Books, periodicals, tapes, films, slides, records, & pictures are resource materials directly used by the students. The choice of these materials is up to the teacher who should take into consideration the age, maturity, ability, & interest of the students.
Spoken & written communication employs a large volume & variety of words & expressions.	A knowledge of culturally acceptable forms & of the heritage of Spanish-speaking peoples is a part of learning the Spanish language.

Grade Twelve in a Six-year Sequence

Phonology	Morphology	Syntax
Reinforce proper pronunciation & intonation patterns, always at normal speed. Reinforce auditory discrimination with respect to all Spanish vowel & consonant sounds, vowel cluster, liaison, & linkage — always at normal speed.	Reinforce present vs. imperfect subjunctive; indicative vs. subjunctive; nominalization of adjectives; possessives; indefinites & articles; imperfect vs. preterite; *gustar, faltar, parecer; hacer* with expressions of time; all perfect tenses.	Review of *hacer* with expressions of time, position of all pronouns; affirmative & negative statements & commands; subjunctive in adverbial & adjectival phrases. Reinforce auditory discrimination with respect to the above items.
Reinforce the proper production & differentiation among all Spanish vowel & consonant sounds, vowel clusters, liaison, & linkage, at near-native speed. Pronunciation & intonation patterns used at near-native speed in the proper context.	Reinforce the use of the above in speaking in normal conversations *about daily situations.*	Reinforce the use of the above items in meaningful speech related *to* daily situations.
Reinforce the ability to read any material in Spanish with near-native pronunciation & intonation. Introduce students to a variety of situations (plays, speeches, dialogues, etc.) which must be read with expression according to the context of the readings.	Presentation of the above in expanded usage, specifically contrasting the present & imperfect subjunctive; nominalization of adjectives, possessives, indefinites, & articles; imperfect & preterite; all perfect tenses; *hacer* with expressions of time.	Additional forms & word order through the continued use of supplementary readings. Encounter more complex structure in a variety of contexts.
Reinforce the ability to write any material in Spanish with proper accentuation, spelling, & auxiliary signs. Punctuation marks.	Use of the above items in writing compositions & other written exercises according to specific situations, utilizing knowledge of basic grammatical forms characteristic of idiomatic written Spanish.	Use of the items above (listening) by writing & doing other written exercises; compositions emphasizing proper syntax.
	Expand the concept that tenses used in Spanish do not always correspond to tense usage in English. Expand the understanding of patterns of behavior & their relation to proper use of accepted idiomatic Spanish.	

Grade Twelve in a Six-year Sequence

Vocabulary	Culture
A student should be able to understand standard Spanish in normal conversational contexts. He should have an active speaking vocabulary appropriate to his age & capacity enabling him to communicate in Spanish with considerable oral facility. He should recognize in context a wide range of vocabulary items. If he is planning to continue Spanish in college he should do extensive outside reading to familiarize himself with many literary forms, words, & expressions. A student should have a writing vocabulary which is appropriate to the occasion.	A student should listen with understanding to audio stimuli & detect nuances of meaning relating to any aspect of Spanish culture. He should speak & write in culturally acceptable forms & in his speech & writing reveal some knowledge of the heritage of the people who speak Spanish. He should read selections ranging from newspapers to works of literature with an understanding of the place of each within the Spanish culture. A student planning to continue his studies of Spanish in college should familiarize himself with literature in his field of interest.
To understand, speak, read, & write Spanish one must have command of a large & appropriate vocabulary.	The heritage of the people who speak Spanish is a rich and interesting one. The Spanish-speaking cultures should *not* be evaluated from the standpoint of Anglo-American culture.

Appendix:

Phonology for Grades Seven and Nine

Contrast unstressed vowels:

a - e *mesas, meses*
a - i *pasar, pisar*
a - o *derecha, derecho*
a - o *sabido, subido*
e - i *pesado, pisado*
e - o *deje, dejo*
e - u *temor, tumor*
i - o *mirar, morar*
i - u *pidiendo, pudiendo*
o - u *acosar, acusar*

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Essentials for Communication

Skills & Concepts	Phonology	Morphology	Syntax
Listening, The ability:	to hear all the meaningful sound contrasts of the foreign language when it is spoken at a normal rate in complete utterances	to hear all the changes of meaning caused by modifications of word forms when the language is spoken at a normal rate in complete utterances	to hear the foreign language without being confused by syntactical arrangements
Speaking, The ability:	to produce all the significant sounds and intonation patterns of the foreign language in a manner acceptable to native speakers	to express one's ideas orally using appropriate grammatical forms	to express one's ideas orally using word order which is characteristic of the spoken language
Reading, The ability:	to associate the appropriate graphic symbols with the sounds for which they stand	to draw meaning directly from the printed page through recognition of changes in meaning caused by modifications in structure	to read directly in the foreign language without being confused by syntactical arrangements
Writing, The ability:	to spell the graphic symbols which stand for the sounds of the language	to express one's ideas in writing using appropriate grammatical forms	to express one's ideas in writing using the appropriate word order of the foreign language
Concept, The ability:	to understand the relationship between sound symbols and written symbols (i.e. "phonemes" versus "graphemes")	to understand how the foreign language uses such devices as gender, number, case, agreement, verb endings, and other modifications of oral and written forms to express meaning	to understand how the foreign language uses variations in word order to express meaning

Essentials for Communication

Vocabulary	Culture	Ultimate Goals
to hear and understand words in normal conversational contexts	to detect nuances of meaning relating to social position, family relationships, customs, national traditions, literary classics, etc.	to comprehend aurally new arrangements of familiar material when spoken at normal tempo and with normal intonation and rhythm
to acquire an active speaking vocabulary appropriate to the age, maturity level, and capacity of the student and one which is appropriate for communication in the modern world	to use culturally acceptable forms appropriate to the age, social standing, and occupation of the person addressed and to reveal some knowledge of the heritage of those who speak the foreign language	to reorganize familiar vocabulary and grammatical forms and to apply them to new situations using pronunciation and intonation in a manner acceptable to a native speaker
to recognize in context a wide range of vocabulary items with sensitivity to the differences between spoken and written vocabulary and between contemporary and older literary forms, words, and expressions	to be able to read everything from newspapers to works of literature, which implies a basic knowledge of the history, literature, current world position, etc. of countries in which the language is spoken	to read directly without constant recourse to a bilingual vocabulary list
to express one's ideas in writing using vocabulary which is appropriate to the occasion	to use the appropriate style according to the nature of what is being written	to express one's ideas—idiomatically and freely in writing
to understand that the semantic range of foreign words usually differs from that covered by the nearest English equivalents	to evaluate the foreign culture objectively and on its own merits rather than from the standpoint of Anglo-American culture	to apply spontaneously everything one has learned to new situations